



**COLLEGE *of* EDUCATION  
*and* HUMAN DEVELOPMENT**  
**SOUTHERN UTAH UNIVERSITY**



*The Beverley Taylor Sorenson College of Education and Human Development views its primary mission as advancing education, human performance, and family development through knowledge compassion, and action. The College seeks to prepare and develop dynamic, professional educators, administrators, leaders, and career specialists who constantly search for truth and excellence through effective practice, collaboration, and scholarship.*

**2011-2012  
ANNUAL  
REPORT**

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# LETTER FROM THE DEAN

From our beginnings as a Branch Normal School in 1897 to our current status as Utah's designated Liberal Arts and Science University, the University has a long and rich tradition in the preparation of education professionals. The College of Education and Human Development (COEHD) is a vibrant and inclusive learning community that embodies access, equity, diversity, cultural relevance, and collaboration in teaching, scholarly work, service and community engagement. Our programs offer real-world knowledge to prepare students to be successful professionals. The COEHD looks forward to a future with confidence born of the successes of the past and strengthened by the realization, as individuals and collectively, we can control our own future.

Distinguished faculty members comprise two departments within the COEHD: Teacher Education & Family Development and Physical Education & Human Performance. In conjunction with local, state, and national educational and family service agencies and organizations, the Department of Teacher Education & Family Development partners to prepare leaders in early childhood, elementary and secondary education, and in public service. Undergraduate students seeking teacher licensure have field experiences that prepare them to be collaborative, mindful and responsive professionals. The Department of Physical Education and Human Performance prepares professionals knowledgeable of rules, strategies, and appropriate behaviors for physical activities which include coaching, athletic training/sports medicine, intramurals and health education. Both departments provide high quality teaching and excellent academic programs at the undergraduate and graduate levels. Programs in the College are accredited by several organizations including Teacher Education Accreditation Council (TEAC), Utah State Office of Education (USOE), and Commission on Accreditation of Athletic Training Education (CAATE).

As a community of scholars and practitioners we are deeply committed to educational opportunity for all. Faculty, staff, and students take great pride in our College. Our shared and progressive efforts are frequently recognized with awards on and off-campus. The COEHD faculty and staff contribute to a dynamic teaching and learning community and model caring and collaboration. We prepare professionals to work in a changing world with diverse cultures. As educators and administrators we endeavor to instill a sense of inquiry and an ability to critically evaluate issues and concepts.

Deborah M. Hill, Interim Dean

*Dr. Deborah M Hill*



## Summary of COEHD's Key Accomplishments in 2011-2012

### North Elementary STEAM Partnership

The goal of the North Elementary Partnership is to teach students in the STEAM fields, utilizing innovative methods in order to change the perception that the sciences are not fun or 'cool'. The partnership between the College of Education's elementary teacher education program and the North Elementary STEAM School will provide each elementary pre-service teacher the opportunity to observe, share in and work with the development of STEAM curriculum for kindergarten through 5<sup>th</sup> grade students.

### SUU Pre-School

The mission of the SUU Pre-School is to support children in reaching their highest developmental potential by creating and maintaining an enriched environment appropriate for learning. The pre-school endeavors to provide a model program that includes parental involvement and professional development for College of Education early childhood pre-service teachers and professionals that is based on a collaborative experience. Beginning in the Fall 2012 term, the SUU Pre-School is moving to North Elementary. This location will increase facility size including the construction of new restrooms and additional storage area for educational tools and supplies.

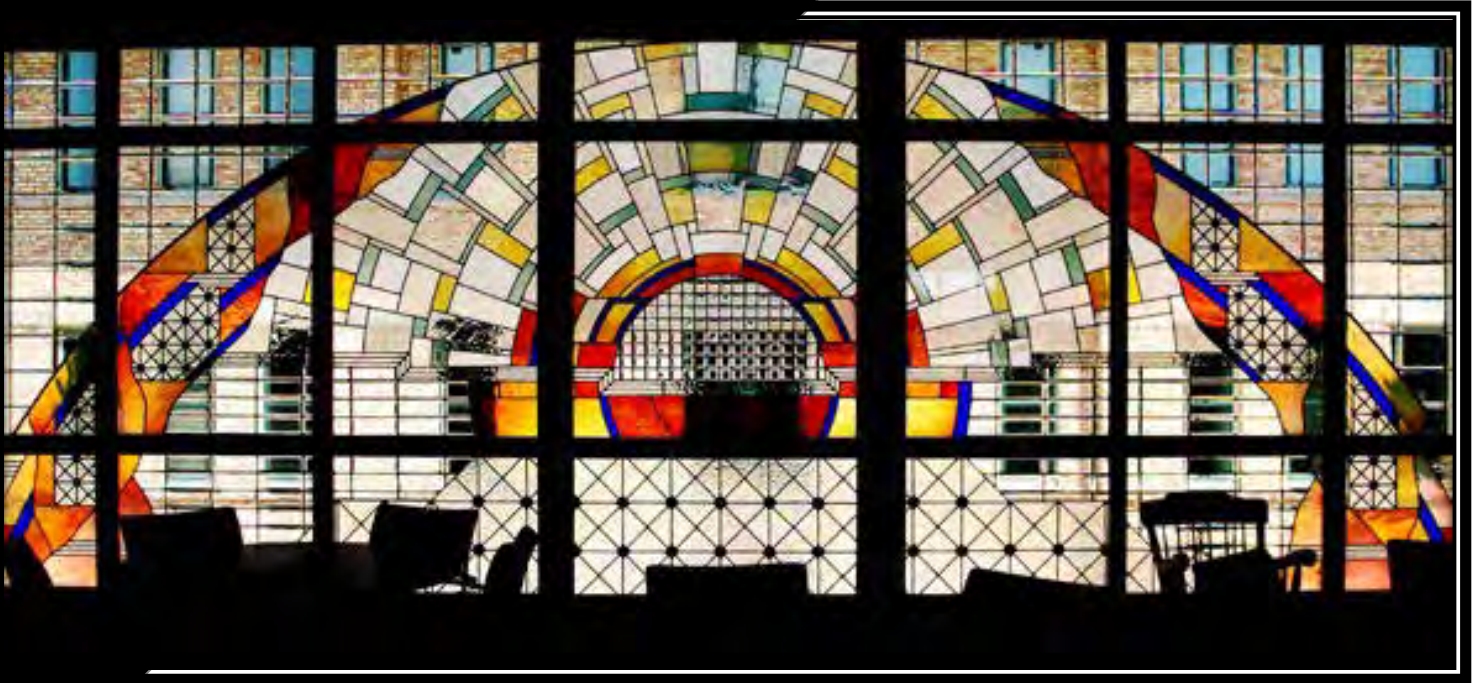
## Technology

The rapid evolution of educational technology has made it increasingly challenging to determine what technology works best. Improved technology is assisting teachers in expanding beyond linear, text-based learning and engaging students who learn best in non-traditional ways. Technology's role in education has evolved from a contained computer class into a versatile, living, learning tool that is changing how we demonstrate concepts, assign projects and assess progress. In response to the evolution of technology, the COEHD has purchased Promethean Boards, Smart Boards, Interactive Projectors, interactive student response devices (clickers), and iPads for student, faculty and staff use.

## SUU Academic Roadmap and COEHD Alignment

SUU's Academic Roadmap Core Vision states, *"Southern Utah University will be nationally recognized as a premier institution of learning known for enabling its students to honor thought in all its finest forms, achieve excellence in their chosen field, and create positive changes in the world."* The College of Education and Human Development aligned each program's goals and objective to fulfill the five SUU Academic goals. Each program's faculty examined the scope and sequencing of courses and course work. Scope is the material or skills that are to be taught, and sequence is the order in which the material or skills are taught. Curriculum development, as well as scope and sequence development, continues to be an ongoing process with SUU College of Education and Human Development involvement.





# Part One

## Mission & Strategic Goals

**Mission Statement:** The Beverley Taylor Sorenson College of Education and Human Development views its primary mission as advancing education, human performance, and family development through knowledge, compassion, and action. The College seeks to prepare and develop dynamic, professional educators, administrators, leaders, and career specialists who constantly search for truth and excellence through effective practice, collaboration, and scholarship.

# COEHD STRATEGIC GOALS

## 1. Create engaging, experiential, and positive learning environments for all students.

### North Elementary STEAM Partnership School

As our society continues to make increased use of the sciences and technology in the course of daily life, it is recognized that a greater focus on these areas of education is imperative, beginning with elementary students. The fact that most industries require more science, technology, engineering and mathematics (STEM) knowledge clearly supports this theory. A report by Georgetown University Center on Education and the Workforce, funded by The Lumina Foundation and the Bill and Melinda Gates Foundation, warns that Americans lack enough graduates to fill STEM based careers. Currently, only 19% of students graduating with a bachelor's degree in the United States graduate in a STEM-related field. In considering this percentage on a global perspective, it is somewhat alarming. Preparing students for STEM-related fields to counteract attrition is vitally important to the future workforce in this country. In addition, for the many students who are not in STEM majors it is likely they will work with science or technology professionals throughout their careers and will require a background in STEM in order to succeed in the workplace. The lack of current STEM education is a problem affecting the future success of all students.

Considering the need for STEM education, Southern Utah University's Beverley Taylor Sorenson College of Education and Human Development (COEHD) and the Iron County School District have extended their relationship by debuting North Elementary School as a 'partnership' school. Beginning in fall of 2012, North Elementary will become a STEAM school with an increased emphasis on Science, Technology, Engineering, **Art** and Math. North Elementary is one of the original Iron County School District's Beverley Taylor Art Works for Kids schools.

The goal of the North Elementary Partnership is to teach students in the STEAM fields, utilizing innovative methods in order to change the perception that the sciences are not fun or 'cool'. Involving the arts within the STEM program is associated with gains in math, reading, cognitive ability, critical thinking and verbal skills. Art learning has proven successful in improving motivation, concentration, confidence and teamwork, as well as assisting in closing a gap that has left many children behind.

The partnership between the College of Education's elementary teacher education program and the North Elementary STEAM School will provide each elementary pre-service teacher the opportunity to observe, share in and work with the development of STEAM curriculum for kindergarten through 5<sup>th</sup> grade students. As the College of Education's practicum students are placed throughout North Elementary as part of their teacher education program, they will first-hand learn their craft, provide extra help to teachers and students, and contribute to an increased focus on individual student needs and interests. This partnership will certainly lead to improvements through the development of practices that are more responsive to the long-term needs of K-5 students, public education schools and institutions of higher education while also increasing the potential of future STEM educated graduates filling important career fields.

## **SUU Pre-School**

The mission of the SUU Pre-School is to support children in reaching their highest developmental potential by creating and maintaining an enriched environment appropriate for learning. The pre-school has strived to provide a model program that includes parental involvement and professional development for College of Education early childhood pre-service teachers and professionals that is based on a collaborative experience. The primary intention of the pre-school is to empower parents and families to participate in enhancing their children's education. The success of the pre-school is realized in the growth and development of children and families.

Beginning in the Fall 2012 term, the SUU Pre-School is moving to North Elementary. This location will increase facility size including the construction of new restrooms and additional storage area for educational tools and supplies. The pre-school will continue to provide five days per week of learning utilizing the state of Utah's approved early childhood curricula. Two Early Childhood licensed teachers will facilitate the pre-scholarship and development of our youngest charges. The pre-school staff believes all children can and will learn and that children have the best opportunity to begin their education in a nurturing and safe environment. Also, the combination of family and community are essential to child development and learning, and that all children can become contributing members of their community and to society. Children are eligible to attend the year prior to kindergarten; age 4 (based on the enrollment cutoff for Kindergarten in Utah).

## **Elementary Methods Block Experience**

Elementary Education majors take part in a unique experience as part of their preparation for classroom careers. During their "Methods Block" (the last semester prior to student teaching), undergraduate students are intensely involved in classwork that includes a variety of methods for classroom instruction. In the past, students conducted practice lessons with their peers acting as elementary-age students. Unfortunately, this approach did not reflect a true classroom experience.

In order to address this issue, a new and innovative approach was developed in the Teacher Education Department which allows pre-service "Block" students to take part in a real-life experience. Utilizing a collaborative system with partner school districts Iron and Washington Counties as well as the Jordan School District in Sandy, students are allowed to participate in just such an experience.

Recently, SUU joined forces with North Elementary School (Iron County School District) to provide a daily practicum experience for students. The school is embarking on a new STEAM (Science, Technology, Engineering, Art & Mathematics) focus with SUU being fortunate to have the opportunity to immerse undergraduate education majors into this innovative approach.

Methods Block students will be assigned to a classroom in North Elementary for one semester where they can learn first-hand various methods of classroom instruction. Additionally, students will participate in practicum experiences outside of the Iron County School District.



Within the partner school districts, teacher education students are assigned a classroom/teacher for one week. For the first two days, the students shadow the teacher in the classroom. Instructional strategies, the schedule, and other pertinent information are explained by the teacher. Together student and teacher plan the remainder of the week. The next three days are conducted totally by the students. All decision-making, teaching, and classroom management is handled by the pre-service teachers. The teacher education program currently provides two practicum weeks per semester in addition to working daily with North Elementary School, the local partnership school.

The benefits to this hands-on approach are two-fold. While students are busy at work taking over a classroom, the partner school's faculty is able to conduct professional development without incurring substitute teacher costs. The real time classroom approach has been a win-win collaboration for all parties involved. In addition, this portion of the Methods Block has been warmly welcomed by the partner districts. This experience allows seasoned educators to give back to the profession by training the next generation of teachers, allowing students to gain invaluable experience with real children in a real classroom setting. Feedback from the experience indicates that students subsequently feel more confident and self-assured when they proceed to their student teaching experience.

The College of Education believes that this practical and active approach to teacher preparation produces more competent members of the teaching profession.

### **Teacher Professional Development Art Integration Workshops**

#### *Nature in 3-D with Art and Science July 11-12, 2011*

This two-day, hands-on workshop for elementary school teachers focused on how teachers can fuse music, dance and visual art into their elementary classroom with science. Teachers experienced each art area through participation, reflection, and brainstorming in order to develop plans to incorporate their new art ideas into their classrooms. On the science level, biologists from Bryce Canyon Park discussed animal characteristics and their adaptations to environments. Rebecca Boyle, Kelby McIntyre, Alias Petersen, and Peggy Wittwer helped teachers create curricular concepts that follow State Core Guidelines for each grade level.

#### *Bill Haymes: Sept 29, 30 Oct. 3, 4, 2011*

Teachers walked away with a deeper understanding of how to teach any subject through songwriting by looking at the main idea and supporting details as chorus and verses. Teachers had to look at the rhyme scheme of a selected song and then rewrite the lyrics to the familiar tune using science, literacy, and visual art concepts. They gained confidence to teach songwriting in their classes using Bill's model. It was a great way to reinforce concepts in an engaging method.



Beverly Mangham: Jan. 26, 27, 30 31, 2012

Creative problem solving sparks were flying as elementary and secondary teachers were making aesthetic choices with their sculptures constructed from found objects. They had to learn how to use power tools, glue guns, and wire to connect a variety of materials. Teachers shared ideas on how they could take this idea back to their students. One teacher suggested taking lunch bags and filling them with a variety of treasures and handing each child a bag. They could trade a few items and bring some from home and then make their sculpture.

### **Leadership in Education and Administrative Development (LEAD)**

Experiential learning is learning through reflection on actual experience. This learning process uses mentors and relates to the meaning making process of the individual's direct experience. K12 principals are responsible for teaching and learning in their schools. In particular, their duty to monitor instruction has increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, principals need to become more effective in evaluating instruction and assisting teachers as they work to improve their instructional techniques. SUU's LEAD program addresses these changes of responsibility by preparing our LEAD candidates for their duty to evaluate and improve professional practice. By supervising an SUU student-teacher, under the guidance of their district mentor and SUU supervisor, our LEAD graduates are well prepared for their role as school manager, instructional leader, and the leader of school reform. This is our pilot year for the supervision change. The LEAD faculty is gathering data from all stakeholders to determine if the change improves the program, both for student-teachers and LEAD students. To date we are unaware of any other higher education, teacher education institution researching or implementing this concept.

2. Offer current comprehensive curriculum and programming designed to provide students with opportunities to develop as scholars, professionals, practitioners, and leaders.

**Alignment with SUU Academic Roadmap**

SUU's Academic Roadmap Core Vision states, "Southern Utah University will be nationally recognized as a premier institution of learning known for enabling its students to honor thought in all its finest forms, achieve excellence in their chosen field, and create positive changes in the world. To fulfill the mission SUU will:

- Emphasize excellence in learning designed
- to foster critical thinking, effective communication, lifelong intellectual curiosity, global awareness, personal responsibility, and integrity.
- Offer educational experiences typical of private universities with the affordability of public higher education.
- Provide outstanding programs of study in
- the arts and sciences, pre-professional, professional, and graduate studies.
- Contribute to state, regional, and community needs as a social, cultural, and economic catalyst.
- Harness and integrate our unique geographic location in the SUU educational experience.



In a continued effort to fulfill the SUU Academic Mission the COEHD has:

Examined and adjusted course assignments to foster critical thinking. Dr. Jim McCoy asks students to represent visually philosophical theories of best practice in education. Dr. Michiko Kobayshi's students collaborated with education students in Japan to develop curricula. Dr. Jean Lopour requires at least one assignment for every course to be experiential. Dr. Julie Taylor organized a summer research group funded by the Undergraduate Research and Scholarship Program (UGRASP).

In furthering efforts to fulfill the academic mission, the COEHD programs aligned goals and objectives to mirror the SUU Academic Roadmap. Scope and sequence for each program/degree identified key assessment points and benchmarked competency standards with state and national criteria. Dr. Jim McCoy and Professor Ray Brooks facilitated the process within the Department of Teacher Education and Human Development. The Department of Physical Education and Human Performance have a curriculum map for each PE program.

Contributions to the local community continue to be a major focus of the COEHD. Professor Peggy Wittwer and colleagues completed the fourteenth successful Cedar Mountain Science Camp. Over 3,000 elementary students have participated in the inquiry based, hands-on experiences in nature. Endowed Chair in Elementary Arts Education, Carrie Trenholm, provided professional development workshops for teachers, the Satellite Salon Services, and summer Kids Camp. Dr. Prent Klag presented to the North Elementary Partnership School how to develop integrated school curriculum units.

Dr. Julie Taylor and Professor Ben Davidson's students aid the Huntsman World Senior Games participants by assisting with the various events. SUU athletic training students also provided services for the Utah High School Activities Association 2A State Championship Football game held on campus. In addition, the COEHD has faculty members representing southern Utah as participants on committees for the Utah State Office of Education, Utah State Board of Regents and various other state committees.

### **Satellite Salon:**

Collaborative Project with Dr. Lynn Vartan, Jay Merryweather and Paul Ocampo providing workshops for high school students, children's concert activity and evening community concerts. Utah Division of Arts and Museum Grant written by Carrie Trenholm.

#### *Peter Jacobson: Sept. 9-10, 2011.*

Peter Jacobson, a cellist, from Los Angeles and his wife violinist Tylana Renga provided excellent information for both teachers and students who attended the Master's Class (for majors and faculty). As students both on the high school and university level performed their instrumental pieces on the violin and cello, Peter provided ideas and suggestions on how to play with more emotion. During the "Arts Unwrapped" children's event, Peter connected the artwork by Kandinsky to music played by the cello. He had children look for the lines of the cello in Kandinsky's artwork and played music that sounded like colors! Ten SUU elementary education students volunteered to assist children in their "music paintings".

#### *Alison Bjorkedal: Jan. 20, 21, 2012.*

The innovative Master's Class with Lane Gifford had percussion and dance (both high school and university) students working in groups of 6 – 8 to design and perform through dance and music to a Haiku and harp song. The best part of this class was when the percussion students began to dance while performing and the dance students played instruments while dancing. It expanded the imaginations of both groups of students as they stepped out of their comfort zone. At the "Dance Unwrapped" event on Saturday morning, children used their imaginations as they drew either a real or imaginary animal and then danced like that creature while Alison played the harp and Lynn Vartan played the djembe. There were SUU dance and education students working with all 85 children that attended. Ten SUU elementary education students shared in the Saturday morning event, acting and dancing like animals both real and imaginary to engage every child.



## Technology

The rapid and constant pace of change in technology is creating both opportunities and challenges for schools. There has been discourse lately about whether integrating technology into the classroom (p12 and higher ed) is having an impact on student learning. Many say that students can learn content without technology; we know this to be true because prior to technology students still learned and passed tests. However, when students were succeeding in school without technology, we were also living in a world with little technology and preparing students for life in a world where technology was not a part of their daily lives.

Technology is assisting teachers to expand beyond linear, text-based learning and to engage students who learn best in other ways. Its role in schools has evolved from a contained computer class into a versatile learning tool that changes how we demonstrate concepts, assign projects and assess progress. The COEHD has purchased Promethean Boards, Smart Boards, Interactive Projectors, interactive student response devices (clickers), and iPads for student, faculty and staff use.



Why should we include technology in the education of our children? Here are some reasons:

1. Information technology allows learning anywhere, anytime; not just in one particular classroom for a limited period of time.
2. Interactive simulations and illustrations can produce a much greater depth of understanding of a concept.
3. Technology allows the tables to be turned. Instead of teaching (push), students can be given projects that require them to learn (pull) the necessary material themselves.
4. Technology provides new media for self-expression. Previously, when students wrote a paper it was for the teacher; today they can record/edit spoken word, do digital photography, make a video, run a class newspaper, run a web-based school, compose digital music, make a website, create a blog...
5. The ability to work collaboratively on projects with others who may not be physically close.
6. The worldview of the student can be expanded because of the zero cost of communicating with other people around the globe.
7. Technologies permit students to break step with the class and go at a pace and order that suits them without disrupting the class instruction.
8. Three textbooks and three binders easily weigh over 25lb. A 40Gb drive can hold 2 million pages with illustrations; the web is unfathomably large.
9. Students need productivity tools for the same reasons you do.
10. Material created by the educational community itself can be shared freely. Through the use of open, free educational tools on the web, the dependence on static learning can be reduced.

### 3. Empower and support faculty and staff to be highly effective professionals, mentors, scholars, and administrators.

#### Scholarship:

- **Dr. Bruce Barker**

Barker, B. (2012, May 30-June 3). *Research-based best practices in online teaching and learning*. Paper presented at the International Lilly Conference on College and University Teaching. Washington, D.C.

Barker, B. & Beckwith, J. (2011, June 8-10). *Human rights denied: The Japanese interment at Topaz, Utah in World War II*. Sponsored workshop by the Utah State Office of Education. Salt Lake City, Utah.

Barker, B. (2011, October 14-20). NCATE Board of Examiner Team member University of Alaska Southeast, Juneau. NCATE accreditation visit/review.

Barker, B. (2012, February 4-7). NCATE Board of Examiner Team member at University of South Carolina at Aitken. NCATE accreditation visit/review.

- **Dr. Jerry Bowler**

Bowler, J. (2011). Southern Utah University Student Teacher Handbook.

Wittwer, P., Houser, K. & Bowler, J. (2012). *Integrated Applied Core Project*. Southern Utah University Student Teacher Handbook.

- **Dr. Shawn Christiansen**

Christiansen, S. (submitted). *A nation without children: A discussion of fertility decline in Japan*. Family and Consumer Science Research Journal.

Christiansen, S. (submitted). *Using study abroad as a context for teaching family and consumer science*. Family and Consumer Science Research Journal.

Christiansen, S. (submitted). *A comparison of school lunch between the United States and Japan*. Family and Consumer Science Research Journal.

- **Dr. Mark DeBeliso**

United States Patent (No. 7,935,067). McChesney, J.W., Murdock, L.E. and DeBeliso, M. Anchored Ankle Support. Washington, DC: U.S. Patent and Trade Office.

Harris, C., Wattles, A. P., DeBeliso, M. et al. (2011). The seated medicine ball throw as a test of upper body power in older adults. *Journal of Strength and Conditioning Research*, 25(8), 2344.

Walsh, J., Climstein, M., Heazlewood, I.T., DeBeliso, M. et al. (2011). Obesity prevalence in World Masters Games basketball players. *Medicina Sportiva*, VII(4), 1700-1705.

DeBeliso, M., Adams, K.J., Climstein, M. et al. (2011, June). World Masters Games: North American participant medical and health history survey. American College of Sports Medicine 58th Annual Meeting and 2nd World Congress on Exercise is Medicine. Denver, Colorado. *Medicine & Science in Sports & Exercise*, 43(5), S374.

Adams, K.J., DeBeliso, M., Climstein, M. et al. (2011). Motivations to participate in sport at the Sydney 2009 World Masters Games. American College of Sports Medicine 58th Annual Meeting and 2nd World Congress on Exercise is Medicine. Denver, Colorado. *Medicine & Science in Sports & Exercise*, 43(5), S655.

- **Dr. Brigit Eastep**
  - Eastep, B. (2012). Named the Director of the Harry Reid Center for Outdoor Engagement. Southern Utah University.
  - Eastep, B. (2011-12). Created an assessment process for ORPT students that will clearly communicate expectations and how to exceed in the program by documenting students' accomplishments in: 1) Leadership, 2) Stewardship, 3) Problem solving using an interdisciplinary base, 4) Risk Management, 5) Administration & Organization, 6) Communication, 7) Tools, technology and processes appropriate for their emphasis, and 8) Value the field of outdoor recreation and their role in it. Each student will track their progress in tasks books which will culminate in an Optimal Resume.
  
- **Rea Gubler**
  - Croxall, K.C. & Gubler, R. (2011). *Alternative authentic assessments: Strategies and resources for the family and consumer sciences classroom*. (Family and Consumer Sciences Education Association Monograph). Ellensburg, WA: Family and Consumer Sciences Education Association.
  - Gubler, R., Grady, A., & Croxall, K.C., (2012). *Keepers of the flame: Connecting professionals through in-service training*. American Association of Family and Consumer Sciences (AAFCS), Annual conference and Expo, Indianapolis, Indiana, June.
  - Gubler, R., (2011). *One common thread, bread: Exploring cultural habits and celebrations via a universal form of sustenance*. Utah Child Care Professional Development Institute, Salt Lake City, UT, October.
  
- **Dr. Katy Herbold**
  - Herbold, K. (2011). Named Director of the Leadership Engagement Center for Southern Utah University.
  - Herbold, K. (2012, Feb. Awarded). C. Charles Jackson Foundation. Showcase Experiential Education Projects. \$10,000.
  - Herbold, K., Kobayashi, M. & Pellegrini, T. (2012, Not Funded). *Helium Project*. Utah System of Higher Education. The Helium Project. \$160,000.
  - Herbold, K. (2012, March 5). *More than disembodied producers of electronic messages: What professional educators in graduate online courses prefer*. Presented at the Society of Information Technology & Teacher Education 2012, Austin, TX.
  
- **Dr. Deb Hill**
  - Hill, D. (2012, March, submitted). National Science Foundation. Math/Science Partnership Grant. \$2Million. *CoISE: Community Invested in STEM Education*.
  - Hill, D. (2011, July 20). *Community of learners: Alliance for education with National Parks*. Improving University Teaching, Bielefeld, Germany.
  - Hill, D, Houser, K., & Wittwer, P. (2012, March 25). *Engaging higher education in implementing the Common Core*. ASCD Annual Conference in Philadelphia, Pennsylvania.
  
- **Karen Houser**
  - Hill, D, Houser, K., & Wittwer, P. (2012, March 25). *Engaging higher education in implementing the Common Core*. ASCD Annual Conference in Philadelphia, Pennsylvania.

- **Dr. Prent Klag**

Klag, P. & McCoy, J. (2011). *Making learning memorable: 10 ways to increase student academic achievement*. Paper presented at the Utah Education Association Annual Conference, Salt Lake City, UT. October 24, 2011

Klag, P. & Whittier, R. (2012, March 11). *The development of the Southern Utah University/Iron County School District partnership school*. Paper presented at the 2012 Professional Development Schools National Conference, Las Vegas, NV.

Klag, P. (2012, April 13). *Transforming student learning by making lessons memorable*. Paper presented at the Utah Academy of Sciences, Arts, & Letters Annual Conference, Logan, UT.

Klag, P. & McCoy, J. (2012, April 19). *Reinvigorating pre-service teacher education: The development of an innovative university, school district, and community partnership school*. Paper presented at the Western Association of Schools & Colleges 2012 Academic Resource Conference, Costa Mesa, CA.

Klag, P. (2012, May 17). *Engaging the school community in innovative and meaningful STEM activities*. Paper presented at the National Science Teachers Association's STEM Forum & Expo, Atlantic City, NJ.
  
- **Dr. Michiko Kobayashi**

UGRASP Summer Fellowships. 2011-2012. Served as a mentor for a joint research project with Hokkaido University of Education (HUE) in Japan. Three undergraduate students at SUU and three Japanese graduate students at HUE investigate teachers' attitudes toward using technology. Data are collected from elementary schools in the U.S. and Japan. The cross-cultural analysis is conducted to examine the differences and similarities between the two countries.

Herbold, K., Kobayashi, M. & Pellegrini, T. (2012, Not Funded). *Helium Project*. Utah System of Higher Education. The Helium Project. \$160,000.

Kobayashi, M. (2012). A digital storytelling project in a multicultural education class for pre-service teachers. *Journal of Education for Teaching*, 38(2), 215-219.  
doi:10.1080/02607476.2012.656470

Kobayashi, M. (2012, March 5). *International students' perceptions of online learning: Benefits & challenges*. Presented at the Society of Information Technology & Teacher Education 2012, Austin, TX.
  
- **Dr. David Lund**

Lund, D. (2011). TEAC Audit for Wilmington College Education Program, Wilmington, OH. Sept. 13-16, 2011

Lund, D. (2012). TEAC Audit for St. Francis College Teacher Education Program, Brooklyn Heights, NY. March 12-15, 2012
  
- **Dr. Jim McCoy**

Klag, P. & McCoy, J. (2011). *Making learning memorable: 10 ways to increase student academic achievement*. Paper presented at the Utah Education Association Annual Conference, Salt Lake City, UT. October 24, 2011

Klag, P. & McCoy, J. (2012, April 19). *Reinvigorating pre-service teacher education: The development of an innovative university, school district, and community partnership school*. Paper presented at the Western Association of Schools & Colleges 2012 Academic Resource Conference, Costa Mesa, CA.



- **Dr. Mike McGarvey**  
McGarvey, M. (2011, October 30). *Brain based teaching*. Presented at the 103rd National Rural Education Association, Hilton Head, SC.
  
- **Dr. Lee Montgomery**  
Montgomery, L. (2011, June 23). *Fighting fire with fire: Using technology to crack down on cyber-bullies*. A paper presented at the 17<sup>th</sup> Annual Character Education Conference, St Louis.  
Montgomery, L. (2012, March 5). *Teaching online: A beginner's survival kit*. A paper presented at the 23<sup>rd</sup> International Conference of the Society for Informational Technology in Education, Austin, TX.  
Montgomery, L. (2012, March 23). *It's not about religion: The role of education as a counterterrorism tool*. A paper presented at the Oxford Roundtable on Ethics, Oxford, England.
  
- **Dr. Tony Pellegrini**  
Pellegrini, T. (2011, Aug. 2). *Assessing the value in educational leadership/supervisory/degree/endorsements: Intrinsic and extrinsic variable that affects candidate's perception of the value of program post-certification/degree*. The National Council of Professors of Educational Administration invited me to present at their 65<sup>th</sup> Annual Summer Conference. Portland, OR  
Herbold, K., Kobayashi, M. & Pellegrini, T. (2012, Not Funded). *Helium Project*. Utah System of Higher Education. The Helium Project. \$160,000.
  
- **Dr. Bart Reynolds**  
Awarded Tenure and Associate Rank
  
- **Dr. Julie Taylor**  
Taylor, J. (2011-12). UGRASP Grant (Awarded). Organized a summer research group comprised of undergraduate SUU students. The students who participated in this experiential learning opportunity assisted in designing the research project, collecting data and analyzing results. Students were engaged in all aspects of the study. The purpose of the study was to compare the accuracy of caloric expenditure measures using a BodyBugg device, a Polar Heart Rate monitor and measures of oxygen consumption with two modes of submaximal exercise (rowing and jogging).  
Taylor, J. (2012). Elected by Southern Utah University faculty as Vice-President Faculty Senate.
  
- **Carrie Trenholm**  
Trenholm, C. (2012, Awarded). Utah State Office of Education Grant. Beverley Taylor Sorenson Arts Learning Program \$54,000 to provide mentoring and professional development with 12 specialists (7 music, 1 theatre and 4 visual artists in Southern Utah)  
Trenholm, C. (2012, Awarded). Art Works For Kids. \$14,000 workshops, Outreach to rural schools.  
Trenholm, C. (2012, Awarded). Utah Division of Art and Museums. \$6,000 arts in education, two guest artists Bill Haymes and Beverly Mangham and the Satellite Salon Series

- **Dr. Nicole Wangsgard**

Wangsgard, N. (2012). Success comes in cans! *New Teacher Advocate*, 19 (3).

Wangsgard, N. (2011, October 27-30). *How to proactively prepare students with E/BD for postsecondary education programs*. The 35th Annual Conference on Severe Behavior Disorders of Children and Youth, Phoenix, AZ.

Wangsgard, N. (2011, October 27-30). *Unique strategies for helping middle school students with E/BD, who are struggling readers, understand text structure*. The 35th Annual Conference on Severe Behavior Disorders of Children and Youth, Phoenix, AZ.

Wangsgard, N. (2011, Nov 11-12). *Proactively preparing students with disabilities for post-secondary education: The individual transition plan*. Presentation at the Seventeenth Annual Utah Paraeducator Conference, Provo, UT.

- **Peggy Wittwer**

Wittwer, P. (2012, Awarded). *More Kids in the Woods*. National Forest Service, Middle School Outdoor Engagement Camp, Cedar Mountain Science Extreme, \$13,000. Grant for middle school students creating opportunities to interact with nature in an outdoor adventure program.

Wittwer, P. (2012, Funded). Utah State Legislature for Cedar Mountain Science Center. \$33,000.

Wittwer, P. (2012, Awarded). *PMIS: Middle School Summer Science Program with Cedar Breaks*. \$24,618

Wittwer, P. (2012, Submitted). No Child Left Behind Act of 2001 Mathematics and Science Partnership Program Grant, Utah State Office of Education, SUU Partnership School Professional Development, \$55,000 pending. Grant to provide funding for STEM professional development for new partnership school.

Hill, D., Wittwer, P., & Houser, K., (2012, March 25). *Engaging higher education in implementing the Common Core*. Presented at the ASCD - Association for Supervision and Curriculum Development Conference, Philadelphia, PA.

Wittwer, P. (2012, February). *Survival Science*. Presented at the USTA - Utah Science Teachers Association Conference Thanksgiving Point, UT.

### Service:

- **Ben Davidson**

October 7, 2011. Took 15 athletic training majors to St. George to help with medical coverage of the Huntsman World Senior Games. Provided medical coverage at softball, racquet ball, and volleyball.

November 5, 2011. Athletic training majors provided athletic training services for the Utah High School Activities Association 2A State Championship Football game held on campus.

April 19-22, 2012. Seventeen athletic training majors attended the Rocky Mountain Athletic Trainers' Association Clinical Symposium in Mesa, Arizona.

- **Dr. Prent Klag**

Presentation to North Elementary Partnership School Faculty, Cedar City, UT. *An introduction to the National Science Teachers Association's STEM standards: How to develop integrated school curriculum units.*

Paper presented to the North Elementary Partnership School Faculty, Cedar City, UT. *Engaging students in meaningful and effective S.T.E.A.M. projects: A template for integrated curriculum lessons and activities.*

- **Carrie Trenhom**

Feb. 14, 21, 28 and March 2, 2012.

Paiute Indian Tribe of Utah: Tribal Foster Child Care: Art Journal Project

ArtsFUSION Workshops:

Nature in 3-D, animal trails and tales and the arts, Songwriting for the not very musical, Recycle, reuse and reinvent.

Satellite Salons:

Strings attached, A little bit of pluck. March, 2012. Women's Crisis Center: Fused Glass Sculpture



- **Peggy Wittwer**

2011-2012. SUU Partnership School Board, STEM Professional Development for faculty at North Elementary. Creation of the new SUU STEM Partnership School, to improve science, technology, engineering, art and math, curriculum

2011-2012. Director Cedar Mountain Science Center and Cedar Mountain Science Extreme, Outdoor Science Camps for Elementary and Middle School Students, Professional Development for Public School Teachers. \*Provide outdoor experiences for 8-15 year old youth.



# Part Two

## Programs



# COEHD PROGRAMS

The Beverley Taylor Sorensen College of Education and Human Development (COEHD) offer undergraduate degrees in the departments of Teacher Education, Physical Education, Exercise Science, Athletic Training, and Outdoor Recreation in Parks and Tourism. In addition, the college offers two graduate degrees: Masters of Education and Masters of Sports Conditioning and Performance. Teacher Education programs meeting the Utah State Office of Education licensing and endorsement requirements include: Elementary, Secondary, and Special Education, Administrative, ESL, Reading, Math, Gifted and Talented, and others. Teacher Education, including the graduate Administrative License Program, is nationally accredited through TEAC. The Athletic Training program is nationally accredited through CAATE.

## *Early Childhood Education*

Who doesn't like to play in the sandbox? Early childhood education students at SUU learn that teaching young children requires much more than a love of kids. It requires knowledge of child development and strategies that will build the essential foundation for academic and social learning in elementary school.

SUU students are fortunate to have choices when it comes to pursuing a career in the early childhood field. For those students who wish to provide preschool or other child development services, Family Life and Human Development classes provide the training and experiences needed for this pursuit.

For those students who wish to work in the early childhood education field within the public school system in grades Pre-K through third grade, the option of taking an early childhood education emphasis within an Elementary Education major is available. Students learn to teach young children in a warm and nurturing environment that weaves content learning in a fun and playful format. Reading, writing, mathematics, science, social studies, and the arts are integrated into thematic units of instruction that help young minds see "the big picture". And while all of this content learning is taking place, children learn to work well with others socially, just as all society should.

SUU works closely with the Utah State Office of Education to assure that coursework is in alignment with the requirements for early childhood licensure. Not only are students required to take and pass designated classes, as well as the early childhood section of the Praxis exam, they must also gain valuable experience in a practicum setting prior to student teaching. The combination of these requirements and experiences increases the likelihood that SUU early childhood graduates will pursue their careers as knowledgeable, competent early childhood educators.

Karen Houser  
Director  
Southern Utah University Pre-School



### *Beverly Taylor Sorenson Center for Innovative Education*

The Beverly Taylor Sorenson Center for Innovative Education was established through a generous gift from the Sorenson Legacy Foundation in 2010.

*The Beverly Taylor Sorenson Center for Innovative Education will encourage faculty to develop, promote, implement, evaluate, and disseminate novel, innovative, and unique educational programs, research, and collaborative projects that benefit the K-16 student population in Utah.*

Over the last eighteen months the promotion of arts education throughout Southern Utah has reached over 14,000 elementary students, 6,000 teachers, 80 school administrators, 1,600 university students and 3,000 individuals from community groups. A two-day, hands-on workshop for elementary school teachers focused on how teachers can fuse music, dance, and visual art into their elementary classroom with science. Teachers spent time in Duck Creek, Utah observing nature, using newly gained skills in watercolor technique and animal characteristics and adaptations to the environment. Another workshop lead by Bill Haymes on songwriting encouraged teachers to teach songwriting in their classes. Elementary and secondary teachers worked together to make aesthetic choices with their sculptured constructed from found objects (recycled items) in a workshop conducted by Beverly Mangham.

Two new programs have been developed and are ready for implementation Fall 2012. *ArtsBridge Teaching Artist Training Program* will provide instruction in art, dance, drama, music, and the digital arts for area schools through the collaborative instructional efforts of SUU, The Utah Shakespeare Festival, and the Iron County School District. *Shakespeare in the Schools Teaching Artist Training* will allow the Festival to prepare a core of artists utilized for educational outreach. Teaching artist interns will perform 50-minute plays for elementary schools and teach accompanying workshops.

Dr. Prent Klag  
Director  
Beverly Taylor Sorenson Center for Innovative Education

## *Family Life and Human Development*

Students obtain a broad background in individual and family development across the life span. Courses emphasize biological, psychological, social/cultural, and economic aspects of development. Through coursework and undergraduate practicums or research projects, students develop skills relevant to career objectives, such as counseling, human assessment, program planning and evaluation, and research. Typical employment settings include preschools, day care centers, hospital programs for children, youth, and families, institutional and community mental health programs for individuals and families, programs for abused or neglected children and adolescents, women's resource centers, human resources programs, employee assistance programs, nursing homes, area agencies on aging and other community settings for older adults, and public welfare and family service agencies. Typical postgraduate pursuits of students completing this option include graduate study in human development, family studies, psychology, or sociology, or advanced professional training in psychology, law, behavioral health, counseling or social work.

Dr. Shawn Christiansen  
Associate Professor,  
Family Life and Human Development

## *Teacher Education, Undergraduate and Graduate*

As members of a life-long community, the department's mission is to prepare compassionate and reflective professionals focused on the whole child, inclusive of family and community, who celebrate learning, value diversity and excellence, and promote creative and critical thinking, Goals of Professional Teacher Education

- offer sound and accessible pre-professional and professional preparation at undergraduate and graduate levels,
- provide scholarly contributions, leadership, and service at state, national, and international levels, and
- contribute to the instructional, intellectual, economic, social, and cultural diversity missions of the University.

The Department strives to:

- develop maximal potential of individuals and groups for learning, living, and working,
- enhance the emotional, intellectual, and adaptive capabilities of children and adults across the life span and in a variety of settings,
- promote life-long learning of capable, knowledgeable, caring professionals through initial, advanced, and continuing education, and
- respect the dignity of each person and all cultures.

Students interested in teaching in the elementary schools of Utah (grades 1-8) can complete course work leading to a Elementary Teaching License in the State of Utah. Interested students are required to complete the Elementary Education Program and specialize in one area. In addition, a minimum of 30 semester hours of professional education course work must be completed in the Department of Teacher Education and Human Development. A Utah teaching license is recognized by almost all other states and territories in the United States.

At the COEHD, we believe educators holding a Master's Degree in Education have a proven ability to critically analyze materials and possess an in depth knowledge beyond the fundamentals of education theory. Graduates who have earned a M.Ed. degree will find doors opened for a variety of education careers that traverse well beyond traditional classroom teaching. This degree continues to be popular in the COEHD due to the range of specialized learning available within our program and the resulting career opportunities.

For the first time in American history we are engaged in a national dialog about the quality of teaching. It has become exceeding apparent that every teacher is unique, every subject has its subtleties, every grade its nuances, and every classroom its exceptions that break the rules we deem traditional. Considering this, the COEHD's M.Ed. program is practitioner based; focused on curriculum and instruction as interfaced within the non-traditional aspects of the classroom. With a focus on rigorous and relevant curriculum, balanced assessment, and engaging instruction both within our program and our graduate's classroom we build a framework for quality learning and instruction. In addition, M.Ed. capstone projects are structured to be either a modified portfolio based on the rigors of the National Board of Professional Teaching Standards or a traditional scientific-based thesis.

As education professionals, we believe that teacher education is an evolving and living process. Beginning with our undergraduate elementary and secondary education programs and spanning through coursework designed to complete endorsements, additional licenses, or to complete a graduate degree, the COEHD promotes critical thinking within all of our programs and also prepares students who choose to continue on with their education to become terminally degreed.

Dr. Deb Hill

### *Outdoor Recreation in Parks and Tourism*

The Bachelor of Science Degree in Outdoor Recreation in Parks and Tourism (ORPT) is an interdisciplinary degree program offered by the Department of Physical Education within the College of Education. The interdisciplinary nature of the program includes course work from Agriculture Science, Biology, Communications, Geology, and Hotel and Hospitality Management.

The degree program in ORPT is intended to provide students with training that qualifies them to work in a variety of work settings including outdoor recreation management agencies, outdoor and experiential education organizations, outdoor tourism companies, and outdoor recreation service and instruction programs. Employment opportunities typically exist with local, state and national agencies, protected natural areas, outdoor leadership and service programs, commercial recreation enterprises, and wilderness adventure/therapy organizations. Combined with the broad educational background provided by SUU's Baccalaureate Core, this program will give students a wide range of opportunities upon graduation including solid preparation for graduate studies at Utah System of Higher Education's Research I institutions in fields such as recreation resource management, parks and recreation, tourism; or related areas of graduate study.

Dr. Briget Eastep  
Director  
Outdoor Recreation in Parks and Tourism



## *Athletic Training Major*

The Athletic Training major is designed for those seeking a career as a Certified Athletic Trainer, and qualifies students to take the certification exam administered by the National Athletic Trainers Association Board of Certification. A student in athletic training learns to apply knowledge of human anatomy, human physiology, exercise physiology, Sport & Exercise Biomechanics, conditioning, strength training, nutrition and therapy in the prevention, evaluation, recognition, immediate care and rehabilitation of athletic injuries. This hands-on program with experiences through discipline-specific service learning is taught by professionally qualified instructors with real world experiences. The athletic training program partners with Thunderbird Athletics to give students hands-on experience working with Division I collegiate athletes. Ninety percent of the graduates are working in the profession of Athletic Training or pursuing additional education. Of those applying to graduate programs 99% are accepted.

Ben Davidson  
Director  
Athletic Training Program



## *Physical Education, Teaching/Coaching*

The Physical Education and Human Performance degree with an emphasis in Teaching/Coaching is a certifiable major and minor approved for secondary teaching licensure at SUU. This emphasis is intended to provide students who wish to pursue teaching careers with the necessary knowledge, experience and training to become effective and competent teachers and coaches working in the current school setting. A goal of this program is to develop lifelong learners who possess the skills, knowledge and personal-social attributes to competently assume professional roles in a culturally diverse, highly technical society. Being around young learners to teach them the benefits of being physically active is one of the rewards of this degree.

Dr. Rick Lambson  
Department Chair  
Physical Education & Human Performance

## *Exercise Science*

The major in exercise science has a science-based curriculum that provides a broad background for students planning to further their educational background at the graduate level. The program emphasizes these primary disciplines: anatomy, biomechanics, exercise physiology, sport psychology, and motor learning/control. Students complete a rigorous curriculum in major course work as well as in areas such as anatomy, chemistry, mathematics, physics, physiology, and psychology. The major provides an excellent preparation for graduate work in adapted physical education, ergonomics, biomechanics, exercise physiology, medical fields, physical therapy, cardiac rehabilitation, motor control, sport psychology, and sports medicine.

Dr. Camille Thomas  
Associate Professor  
Department of Physical Education and Human Performance

## *Master of Sport Conditioning and Performance*

The Master of Science Sports Conditioning and Performance degree is an innovative approach to meet the needs of coaches, physical educators, personal trainers, strength and conditioning coaches, physical therapists, athletic trainers and other fitness professionals. This degree is consistent with SUU's long tradition as the "Coaching Factory." This degree offers extensive online course work in sports conditioning enabling professionals to design safe and effective exercise and conditioning programs. Three intensive summer courses will require students to attend clinical workshops on campus at SUU for 1-2 weeks.

### Program Objectives:

- Expand critical thinking and independent decision making in professional practice
- Develop leadership skills for the strength & conditioning practitioner
- Promote the synthesis of sports medicine related literature
- Integrate theory and research into practice
- Foster scholarly and research activities
- Develop exemplary sports medicine professionals
- Provide culturally sensitive care to diverse populations

Dr. Mark DeBeliso  
Director  
Master of Science in Sport Conditioning and Performance

## *College of Education Statistical Data for Academic Year 2011-12*

<b>Bachelor of Arts or Science Degree</b>	<b>2011-12</b>	<b>2010-11</b>	
Elementary Education	101	94	7.40%
Family Life & Human Development (Teaching)	2	1	100%
Family Life & Human Development	15	19	-21%
Physical Education & Human Performance	52	47	10.60%
Athletic Training	12	6	100%
Outdoor Recreation in Parks & Tourism	17	8	112.50%
<b>Master Degree</b>			
Master of Education	190	164	15.80%
MS Sports Conditioning and Performance	22	13	69%
<b>License Eligible</b>			
Elementary	101		
Secondary	67		
Special Education	16		
Physical Education (Teaching/Coaching)	21		
Family and Consumer Services	2		
Administrative License	96		



# Part Three

Students, Faculty, Staff

# COEHD STUDENTS, FACULTY, STAFF

The college seeks students who are highly motivated, dedicated, enthusiastic, disciplined, creative, and resourceful. As a team, we also challenge ourselves as faculty, staff, and students to achieve the highest standards of excellence within our chosen profession.



**Angela Barker Wilson**, one of four finalists for the 2012 National Teacher of the Year, is an SUU Masters of Education graduate. The National Teacher of the Year Program began in 1952 and continues as the oldest, most prestigious national honors program that focuses public attention on excellence in teaching. Angela Wilson, a seventh-grade English teacher for the Department of Defense Education Activity at Vicenza Middle School in Vicenza, Italy is the daughter of Dr. Bruce Barker, Full Professor in our college. Angela Wilson's selection marks the first time a DOD Education Activity teacher has risen to this level of the competition, placing her among an elite group of state finalists representing all 50 states, the District of Columbia and four U.S. jurisdictions. After an extensive application process, a national selection committee

named Wilson one of the four finalists for National Teacher of the Year. Angela holds Bachelor of Science in Education from Western Illinois University and received a Master of Education degree in 2010 from SUU. An 11-year teacher, Angela strives to bring her lessons alive, establishing connections and ensuring her students feel valued and understood. “I truly believe every single student can succeed,” she said. “My job as a teacher is to take that to the next level.” Dr. Bruce Barker and his wife attended the National Teacher of the Year Conference in Washington, DC as a special guest of the Department of Defense Education Activity. At the conference, he attended President Obama’s announcement of the National Teacher of the Year (from California) and met Secretary of Education Arne Duncan. President Obama acknowledged Angela Wilson as a finalist at the White House announcement



**Rick Robbins**, an SUU alumni and principal of Juab High, was named Utah High School Principal of the Year (2011/12) for his efforts over the last three years. Robbins has worked as a history teacher and assistant football coach at Lone Peak High School from 1999 to 2001; history teacher and assistant football coach at Copper Hills High School from 1996 to 1997; and history teacher, head football coach, head girls basketball coach, and history department chair at Payson High School from 1997 to 2000. In addition to his teaching experiences and his experience as principal of Springville High, Robbins has served in other administrative positions: assistant principal of Springville High School, Nebo School District, from 2005 to 2007; assistant principal of Springville Jr. High, Nebo School District, in 2005; assistant principal of Lehi High School, Alpine District from 2004 to 2005; and assistant principal of Lakeridge Jr. High School, Alpine School District from 2002 to 2004. Robbins, a graduate of Millard High School, received his Bachelor of Science degree from Southern Utah University with a major in physical education and a minor in history in 1996. He earned his Master of Arts degree in Education in 2000 from Grand Canyon University. Robbins returned to SUU to obtain an administration certificate in 2002.

**Trevor Q. Smith**, MS Sports Conditioning and Performance, master’s thesis, *Sensory training: Nike Strobe* was used by Nike in the development of SPARQ Sensory Performance. SPARQ Sensory Performance is a system of technologies, products and programs designed to assess, analyze and improve an athlete’s visual and sensory performance. The system is already proving effective. Two recent studies (Trevor Smith’s and Duke University) showed that training with the Nike SPARQ Vapor Strobes improved: (a) the ability to pick up subtle motion cues, (b) visual information processing, and (c) timing of motion. Top collegiate and professional programs have purchased the Nike strobe eyewear and stations, with a full global rollout in action. Trevor presented at Nike’s Beaverton Campus and was nominated for the Outstanding Research Award 2011.



## MS Sports Conditioning and Performance Graduate Students

- Fotheringham, M. (2012, Accepted). *Push ups: Valid and reliable measure of upper body strength of 11-12 year-old females*. Western Society of Kinesiology and Wellness.
- Jones, K. (2012, Accepted). *Correlation between body mass index and the army physical fitness test standards of push-ups, sit—ups, and two mile run in male ROTC cadets*. Western Society of Kinesiology and Wellness.
- Nelson, J. (2011, Oct). *Improved speed and agility by strengthening hip rotator muscles in male high school soccer players*. Presented at Western Association of Kinesiology and Wellness Conference, Reno, NV.
- Rykert, D. (2011, Oct.). *Effect of 1 or 3 spotters on state anxiety and self-confidence during maximal squatting*. Presented at Western Association of Kinesiology and Wellness Conference, Reno, NV.
- Wadas, G. (2012, Accepted). *Eating disorders, eating attitudes, and reasons for exercise among high school cross country runners*. Western Society of Kinesiology and Wellness.
- Wilson, B. (2012, Accepted). *Relationship comparing mothers' physical activity levels vs. children BMI classifications and mile times*. Western Society of Kinesiology and Wellness.
- White, K. (2012, Accepted). *The comparison of an eight week concurrent high intensity interval training and strength program to a concurrent aerobic and strength program*. Western Society of Kinesiology and Wellness.
- Zunno, A. (2012, Feb). *Obesity, body composition techniques, and healthy lifestyle practices*. Presented at Nevada State Conference for the American alliance for Health, Physical Education Recreation and Dance.
- Stadnik, Alexandra served as student reviewer for the International Journal of Exercise Science 2012.

Several years ago, a former SUU student and Salt Lake City newspaper reporter coined the moniker "The Coaching Factory" to describe Southern Utah University and the success of its alumni in the high school coaching ranks.

On January 21, 2012, SUU alumni coaches who competed for a championship in their respective sports during the 2010-2011 academic school year were honored, along with alumni who have made the transition from coach to administrator. Two individuals, who epitomize all that is praise worthy about high school sports, were inducted into the **Coaching Factory Hall of Fame**. Each has a plaque mounted on the J.L. Sorenson Physical Education Building's *Wall of Honor and Recognition*.

After an all-state football career at Grantsville High School, **Kevin Butler** ('84) went on to further gridiron greatness at Southern Utah University, where he was a three-year starter on the offensive line for the Thunderbirds. He coached for a year at Tooele High School, then returned to Grantsville in 1984 as an assistant football coach before assuming the top job in 1987 and leading the Cowboys to glory, winning three state crowns, including the first in the school's history in 1992, and amassing a record of 117 and 54 over 16 seasons with each team progressing to the playoffs. He coached 50 first-team All-State players, seven Utah MVPs and was three times named coach of the year for the state. In 2009, he joined the staff of one of his former players when Clint Christiansen became Stansbury High School's first football coach and aided the Stallions on their road to becoming another dynasty in Utah 3-A football.

**Eric Houle** ('81), who has mentored the cross country and track and field teams at Southern Utah University since 1992, has become one of America's most respected coaches. Previous to returning to his alma mater, he turned in a stellar 11-year run as cross country coach at Salt Lake City's Judge Memorial High School, producing three state championship teams along with five runner-up squads. He was three times named coach of the year in Utah. At SUU he has led his teams to 38 conference championships and can boast of an NCAA Mountain Division cross country championship as well, a feat for which he was named region coach of the year. He has won conference coach of the year honors an impressive 32 times, coaching both men's and women's teams in cross country and indoor and outdoor track and field. Along the way, he has coached 736 all-conference athletes, 252 individual conference champions, 25 conference athletes of the year, 27 conference newcomers of the year, 24 NCAA national qualifiers, 75 NCAA West regional qualifiers and four NCAA All-Americans. His teams have excelled in the classroom as well over the years, garnering two academic national championships and a runner-up honor while nine athletes have been named academic all-America. Coach Houle earned two bachelor's degrees from SUU in 1981 as well as a master's degree in 1998.

Ron Cardon  
Alumni Relations  
Southern Utah University



# The Beverley Taylor Sorenson College of Education and Human Development

## Awards 2011-12

### Education Valedictorian

*Janessa Milne, Physical Education & Exercise Sciences*

### Pestalozzi Award

The Pestalozzi Award is named in honor of Johann Heinrich “Henry” Pestalozzi, a Swiss pedagogue whose theory of “Learning by head, hand and heart” has been the basis of many significant standards of modern education. The award is presented to graduating elementary and secondary students who in the opinion of faculty and staff will achieve the most success in their teaching careers.

### Pestalozzi Awardees Academic Year 2011-12

*Andrea Empey, Elementary Education*

*Aleshea Burton, Secondary Education*

*Krystal Munns, Special Education*

### Outstanding Education and Human Development Students

*McKay Jones, Athletic Training*

*Rachel Carter, Family Life & Human Development*

*Joel K. Branin, Outdoor Recreation in Parks & Tourism*

*William R. Cooper, Physical Education*

*Alexandra Stadnik, Exercise Science*

*(spoke on behalf of Valedictorian who could not attend)*

### Outstanding Master’s Program Graduates

*Kory Howard, Education*

*Kent Jones, Sports Conditioning & Performance*

### Outstanding Educational Leadership Program Recipients

*Julie King, Southern Utah*

*Michael Bowring, Central Utah*

*Holley McIntosh, Northern Utah*



### **Terrel H. Bell Teaching Incentive Loan Program**

Funded by the Utah State Legislature and administered by the State Board of Education and the State Board of Regents the T.H. Bell Teaching Incentive Loan (TIL) assists education majors who intend to obtain a Utah state teaching license with a waiver for tuition and fees at Utah public institutions. The TIL is available for 8 semesters and requires students to apply through the College of Education Dean's Office where the program is administered. Applicants must be residents of Utah and are required to complete an application, furnish three letters of recommendation, transcripts, various test scores and most importantly a statement of "need". Applications are then reviewed and awarded by the Dean and the Licensing Coordinator. An actual loan and not a scholarship, the TIL is paid back by obtaining a teaching license after completing the Teacher Education Program and graduating, then teaching in the state of Utah. Each semester taught equals a semester of loan payback. Teaching in Title 1 schools will expedite the payback process. Students awarded the loan and ultimately fail to meet the criteria of the program are required to payback loan funds to the state. The program makes allowances for leaves of absence due to personal and/or health crisis, mission calls, etc., that are reviewed on a case by case basis. The T.H. Bell Teaching Incentive Program is an outstanding program assisting students in obtaining their teaching license. Teacher Education students are encouraged to stop in the Dean's Office and visit with the Licensing Coordinator to obtain details on the Terrel H. Bell Teaching Incentive Loan Program.

***Academic year 2011-12 COEHD recognized 41 awards averaging \$2,599 per semester. Loan amounts vary academic year to year according to fund amounts provided by the State Legislature to the program.***

## COEHD New Faculty

- **Dr. Kimberly Mendenhall, Assistant Professor of Special Education**

The College of Education is pleased to bring on board Kimberly Mendenhall as an Assistant Professor of Special Education. Kim's education includes a Bachelor's of Science in Human Development and Family Service, a Master's of Education, Special Education, and is currently completing her Doctorate of Philosophy, Special Education, all out of the University of Utah. Kim is a licensed and experienced elementary and special education teacher with endorsements in English as a Second Language and Level 1 Reading, and has most recently taught at the university level with a focus on special education through practicum and student teaching settings. A recipient of numerous awards and scholarships, including Outstanding Alumni of the Year, Department of Special Education, University of Utah, Kim also maintains membership in a number of professional associations related to education.

*"I was drawn to SUU because of its focus on teaching and student learning at a small university. When I arrived for my interview, I was pleasantly surprised to find it to be so much more. I met staff, faculty, and administrators who loved what they were doing and made me feel at home. I passed by students who were smiling and seemed happy to be at SUU. But most importantly, I felt an atmosphere of productive learning, collaboration, cooperation, and respect. I feel very honored to become a part of the SUU faculty!" Kim Mendenhall, Doctoral Candidate*



- **Dr. Camille Thomas, Assistant Professor of Physical Education & Human Development**

A recent faculty addition in Academic Year 2011-12, Camille Thomas joined the College of Education's Physical Education and Human Development Department July 1, 2011. A former semi-professional soccer player, Camille's passion for physical education is well-defined. Camille earned a B.S. and Ph.D. in Physical Education at BYU, completing her Master's degree in P.E. at Northern Illinois University. Her major fields of study concentrated on Exercise Science, Exercise Physiology and Fitness Leadership. Professor Thomas has myriad of teaching experience prior to SUU, including Northern State University, South Dakota and BYU here in Utah. She has also held positions as Department Coordinator, Director of Laboratory and has assisted and led investigative research on a number of sports and physical education related subjects. Camille holds various coaching and health/fitness instructor licenses while maintaining an active presence in numerous community service venues. Camille Thomas is a fitness expert and a valued addition to the College of Education.

*"My decision to teach at SUU was dependent on several factors. I chose to come to SUU because of its emphasis on Liberal Arts education and experiential learning. I strongly believe that an education should not only prepare a student for a career in a narrow discipline but should also prepare for life in general. The Liberal Arts emphasis and experiential learning provides me an umbrella in which I can teach more holistic concepts (e.g. life-long learning). The people made the decision to come to SUU easy. The Department of PE & Human Performance is comprised of fantastic individuals I am proud to call colleagues. My colleagues continually inspire, challenge, and teach me. The Yoga masters of Eastern philosophy taught that happiness comes from a balance of Work, Play, and Relationships. The Department of PE & Human Performance at SUU is an ideal example this balance between work, play, and relationships; therefore, I am happy." Camille Thomas, Ph.D.*



- **Dr. Brian Ludlow, Assistant Professor of Teacher Education**

Brian Ludlow comes to the College of Education as an Assistant Professor beginning fall semester 2012. Formerly from Bemidji State University in Minnesota, Brian was an Assistant Professor, Graduate Literacy and Education Generalist, and Director of the Graduate Literacy Program. A BYU graduate with a Bachelor's degree in Human Resource Management and a Doctor of Education, Brian earned an M.S. Teaching Credential for both



California and Utah from National University located in Stockton, California. A former elementary and middle school teacher, English teacher in Japan and Taiwan, and instructor in alternative programs, Brian brings sound strengths in literacy and reading, and a global perspective in alignment with SUU's Academic Road Map. Professor Ludlow will instruct these subjects in the elementary Block classes with Assistant Professor Peggy Wittwer. An owner of numerous educational organization affiliations, administrative experience, and a most pleasant and friendly demeanor, Brian Ludlow is a welcome addition to the College of Education faculty.

- **Ray Brooks, Assistant Professor of Teacher Education**



A former adjunct professor for the College of Education, Ray Brooks was hired as a full-time Assistant Professor during academic year 2011-12. Ray brings valued expertise, both in administration and instruction, in a number of areas including English, Reading, Spanish, Athletics and Physical Education. Professor Brooks holds credentials in Secondary Administration, coaching, recreation and dance, English, Spanish and Physical Education. An alumnus of SUU (formerly Southern Utah State College) where Ray earned his Bachelor's degree, he then continued his education at Utah State University completing a Master's of Education, and an Administrative degree. Complementing his education and experience, Ray has participated as a member on numerous education related committees, presented nationally and been awarded the Superintendent's Award for Excellence, along with officiating at the Utah Summer Games and organizing aid stations for the St. George Marathon.

- **Dr. Carmel White, Assistant Professor of Family Life and Human Development**

A graduate of Brigham Young University with a Bachelor's of Science degree in Family Sciences, a Master's in Human Development, and a Ph.D. in Life Span Human Development, Carmel White will join the faculty as an Assistant Professor this fall. Carmel's experience includes Assistant Professor, Evaluator, Assistant Dean, Honors Program Coordinator, Consultant and Research Associate at East Carolina University, Kansas State University, Auburn University and Brigham Young University. Carmel's instructional experience comprises both undergraduate and graduate levels spanning the curriculum of human development and family services. In addition, Carmel has conducted research relating to maternal health issues as related to child outcomes, with respective publications on this subject. The College of Education welcomes Carmel to Teacher Education, Family Life and Human Development.

*"There are many reasons why I chose to come to SUU. First, I am interested in being involved in more depth with students who study abroad. SUU has designated this as one of their goals as well. I returned from Costa Rica in May with 28 students and it was a life-changing experience for the students. I am planning on taking students to Italy and Greece in May 2013. Next, I am interested in getting to know students on a one-to-one basis and since I've only taught at universities with enrollments over 25,000, it will be easier to do this at a smaller university like SUU. One way that I would like to get to know students better is working with them to conduct and present research. I am eager to learn more about SUU students and the campus culture!" Carmel White, Ph.D.*



- **Dr. Abigail Larson, Assistant Professor of Physical Education and Human Performance**

As a former United States Olympian, four-time NCAA National Champion in cross country skiing, 2012 Nutrition Exercise and Health Sciences Teacher of the Year at Central Washington University, and multiple academic award winner, Abigail Larson clearly aligned the love of athletics and sports conditioning with her educational and career goals. Abigail earned her doctorate in Exercise and Sport Science from the University of Utah, a Master's degree in Exercise Science and a Bachelor's degree in Sports Science, both from Northern Michigan University. Professor Larson is also a Registered Dietitian and Certified Sports Specialist Dietitian and also includes scholarly research interests in cardiovascular disease prevention and human endurance performance fields in her repertoire. In addition to this exceptional background, Abigail brings the PE Department eight years of university instruction experience from the University of Utah, Northern Michigan University and most recently Central Washington University, along with numerous academic assistantships, professional affiliations and departmental committee service.



- **Jacob “Jake” Manning, Assistant Professor of Outdoor Recreation**



As one will quickly learn, Jake Manning is undoubtedly an outdoor enthusiast and avid rock climber. Fortunately, for the College of Education and Human Development, Jake is one of a number of new faculty members, and is instructing for the PE Department. Jake secured a Bachelor of Science degree in Recreation Management from Brigham Young University in Idaho and then continued his education completing a Master of Science in Leisure Studies at Oklahoma State University. Jake's experience traverses the realm of outdoor activities in wilderness education. He is a certified outdoor leader, master educator in outdoor ethics and single pitch instructor. As an experienced outdoor trip leader, kayaker, cross country skier, hiker, mountain biker, and myriad of most all outdoor activities, Jake brings an outstanding background to the Outdoor Recreation in Parks and Tourism (ORPT) Program.

## 2011 – 2012 COEHD Faculty

### Department of Teacher Education and Human Development

Dr. Bruce Barker  
Dr. Jerry Bowler  
Dr. Shawn Christiansen  
Dr. Tom Cunningham  
Professor Rea Gubler  
Dr. Katy Herbold  
Dr. Deb Hill  
Professor Karen Houser  
Dr. Prent Klag  
Dr. Michiko Kobayashi  
Professor Brian Kitteridge  
Dr. David Lund  
Dr. James McCoy

Dr. Michael McGarvey  
Dr. Lee Montgomery  
Dr. Tony Pellegini  
Dr. Bart Reynolds  
Professor Carrie Trenholm  
Dr. Nichole Wangsgard  
Professor Peggy Wittwer

### Department of Physical Education and Human Performance

Professor Ben Davidson  
Dr. Mark DeBeliso  
Dr. Rick Lambson  
Dr. Jean Lopour

Dr. Brian Lyons  
Professor Jake Manning  
Dr. Julie Taylor  
Dr. Camille Thomas

## COEHD Staff

Jan Neth is the Administrative Assistant IV to the COEHD dean. She provides assistance in the daily operations of the dean's office and is also responsible for the coordination, review and recommendation of teacher licensure



to the USOE. Jan administers the T.H. Bell Teacher Incentive Loan/Scholarship, prepares Title II reports as required by the federal government, prepares budget data, and responds to general inquiries regarding the college and its programs. Jan came on board with the college on July 1, 2011 and brings over twenty years of high level administrative experience in law enforcement and local government, planning and land use, and municipal code enforcement, specializing in code interpretation and legal case preparation.

Joan Anderson has been with the Physical Education Department for 15 years as an Administrative Assistant II.



Joan is responsible for all administrative support to the PE Department. After receiving her Bachelor's degree in Business Education with a minor in PE, Joan taught in the public school system for 20 years, with 3 years in Sacramento, California and 17 locally for the Piute High School in Junction, Utah. Joan's experience also includes executive level administrative work for the Piute School District Superintendent and in the Piute County Sheriff's Office. She is the proud mother of two daughters and grandmother of six.

As a Program Specialist, Sandy Ward assists the faculty director in facilitating the Master of Education Program and the Special Education Licensure Program. Sandy also provides support to the Teacher Education Department Chair in scheduling for both graduate and undergraduate classes. Sandy has been with the COEHD since 1993 and has worked in a number of administrative positions, including Field Services assisting in the placement of student teachers, providing her a broad-based background of college operations.



Debi Smith began as an Administrative Assistant II in the College of Education five years ago. Her first position included the duties of student admissions, budget preparation, class scheduling, and general department operations. In January 2009, Debi moved to Graduate Studies as a Program Specialist, coordinating the Masters of Education and Administrative Licensure Program. Most recently, Debi accepted a position transfer to the dean's office as the budget manager and travel coordinator for the college. Debi's experience prior to SUU includes 30 years within the management and hospitality administration of several of the largest hotels in Las Vegas.



Shirley Wilson has offered her administrative skills to the COEHD for the last five years. In her first year with the college Shirley assisted the Field Services Director in placing student teachers and in the collection of student



teaching evaluations and data. Shirley then accepted the position as Administrative Assistant II to the Teacher Education Department Chair. In this position, Shirley's duties include advising students in the admittance process to the college and the teacher education programs, registration of students for Block classes, preparation of electronic personnel action forms, coordination of various education scholarships and the supervision of several student workers. In addition to these duties, Shirley acts as direct administrative support to the Teacher Education Department Chair.

Shelley Dahlin began her career at SUU as an Administrative Assistant II in the COEHD dean's office. Besides various



support duties to the dean, Shelley was also responsible for the coordination of travel, budget, and record keeping for the Endowed Chair in Elementary Arts Education. As part of an organizational change in the college during academic year 2011-12, Shelley took over the duties of Program Specialist in Graduate Studies, assisting students seeking their Master's degree with an Administrative License. Shelley brings experience in education as a former administrative assistance with the Alpine School District in the Special Education Department.





# Part Four

## Overall Strategic Plan



# COEHD OVERALL STRATEGIC PLAN

COEHD staff will engage in the development of a growth strategy based design to strengthen our position and stature within the state of Utah's higher education arena. Our success will be measured by increasing enrollments in all programs, and by recruiting, retaining, developing, and graduating outstanding students who will go forward in pursuing and achieving successful careers. We will continue to maintain, an active, on-going development program for our current faculty and staff and will strive to recruit, hire, and retain outstanding teachers who engage in substantive and essential scholarly activities and service.

- Increase programs, enrollment of undergraduate and graduate students and graduation rates (balanced with FTE)
- Annually update, revise, and assess progress in reaching our stated goals and objectives
- Ensure the overall curriculum and other projects of the departments are successfully fulfilling our educational mission.
- Ensure COEHD has input on the SUU strategic planning process
- Develop, implement, and continuously revise fundraising plans for COEHD
- Communicate with and actively engage our alumni as a resource in achieving COEHD initiative.





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